

## Enhancing Interest in Learning Qur'an and Hadith: Development of an E-Module for MTs Bustanul Ulum Students in Central Lampung

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# Enhancing Interest in Learning Qur'an and Hadith: Development of an E-Module for MTs Bustanul Ulum Students in Central Lampung

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## Abstract

This study aims to develop an e-module that can enhance students' interest in learning the Qur'an and Hadith material at MTs Bustanul Ulum, Central Lampung. Using the Research and Development (R&D) method with the ADDIE model, this research follows five stages: Analysis, Design, Development, Implementation, and Evaluation. Validation results from three experts (content, language, and design) show that this e-module is highly feasible, with scores of 92.5% for content and language validity, and 86% for design validity. Both small and large-scale trials showed positive results, with significant improvements in students' learning interest, reflected in the increase in pre-test and post-test scores. In class VII-a, student interest increased from 54% to 73%, and in class VII-b, it increased from 61% to 70%. Correlation analysis results showed a positive relationship between e-module use and academic performance improvement, with a correlation coefficient of 0.62 ( $p < 0.05$ ). This study also integrates the Sustainable Development Goals (SDGs) into the e-module material, providing a learning experience relevant to global challenges. However, this study has limitations, including a small sample size limited to a single school, so the results cannot yet be generalized to broader contexts. Further research with a larger and more diverse sample, as well as measuring the long-term impact on knowledge retention and academic achievement, is necessary to deepen the understanding of the effectiveness of e-modules in Qur'an and Hadith education.

**Keywords:** E-module, Qur'an and Hadith, Learning Interest, Research and Development, Sustainable Development Goals (SDGs).

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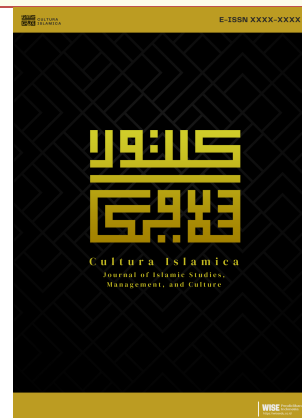
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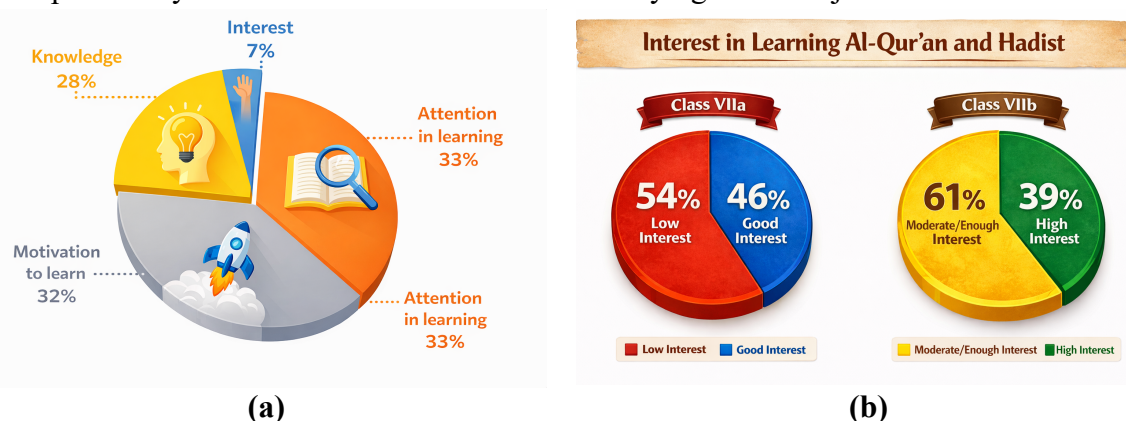


## INTRODUCTION

Learning interest is a crucial factor in the learning process that can significantly influence students' motivation, engagement, and academic outcomes [1], [2], [3], [4]. A high level of interest in a subject or topic encourages students to be more active, diligent, and enthusiastic in participating in the learning process [5], [6], [7], [8]. In the context of religious education, such as the study of the Qur'an and Hadith, learning interest is essential to ensure that students not only comprehend these sacred texts but also apply the teachings contained within them to their daily lives [9], [10], [11]. This learning interest is shaped by various factors, including the teaching methods employed, the relevance of the material, and the availability of supporting facilities and resources [12], [13], [14].

Ideally, Islamic religious education, particularly in the study of the Qur'an and Hadith, should be able to foster students' learning interest so that they can understand and internalize Islamic teachings more profoundly [15], [16]. One approach to enhancing learning interest is by developing more interactive and engaging teaching methods [17], [18], [19]. The integration of technology in learning, such as e-modules, presents a solution that can enrich students' learning experiences [20], [21], [22], [23]. Well-designed e-modules can assist students in learning independently, accessing learning materials more flexibly, and enhancing their understanding of the Qur'an and Hadith [24].

However, in practice, students' interest in learning the Qur'an and Hadith in several madrasahs, including MTs Bustanul Ulum, remains relatively low. This may be attributed to the conventional teaching methods that are less engaging for students, who are more accustomed to technology and interactive media. Furthermore, the lack of instructional materials that align with students' needs and interests presents an additional challenge. At MTs Bustanul Ulum, despite efforts to teach the Qur'an and Hadith, the use of technology and learning media that are more engaging and suited to students' characteristics remains limited, which potentially diminishes students' interest in studying these subjects.



**Figure 1.** (a) Percentage of Learning Interest Indicators; (b) Percentage of Learning Interest in the Qur'an and Hadith

Based on the two pie charts, it can be concluded that although the majority of students in class VII-b demonstrate better learning interest compared to class VII-a, there is still a significant gap in students' interest levels toward the Qur'an and Hadith subjects. In class VII-a, more than half of the students (54%) show low interest, indicating that the majority of students are not yet engaged with this material. Furthermore, despite relatively high attention

and motivation in learning, the low level of interest (only 7%) suggests that students' interest is not fully stimulated by the current teaching approaches. This highlights the importance of developing more engaging and interactive teaching methods to enhance overall student interest in learning [25]. In this context, the use of technology-based instructional materials, such as more engaging e-modules, can be one solution to increase student involvement and interest in Qur'an and Hadith learning [26].

Tumiar Sidauruk [27]; Rifmelda Rizal [28]; Putri Awaliyah Gunsri [29]; Hani Atus Sholikhah [30]; Pepi Resmanti [31], have demonstrated that the development of e-modules is effective as a suitable, practical, and supportive instructional material for independent learning. Their research emphasizes that e-modules developed with a R&D approach, incorporating interactive multimedia elements, can enhance student motivation and engagement. These e-modules provide easy access to learning and are relevant to the educational needs of the digital era across various educational levels. However, there is a clear research gap in the development of e-modules specifically focused on Qur'an and Hadith subjects in Madrasah Tsanawiyah (MTs), particularly those aimed at increasing students' learning interest. Most existing studies focus more on product feasibility, ease of use, and improvement in cognitive learning outcomes or skills. In contrast, the affective aspect, particularly students' interest in religious subjects, is seldom examined in-depth.

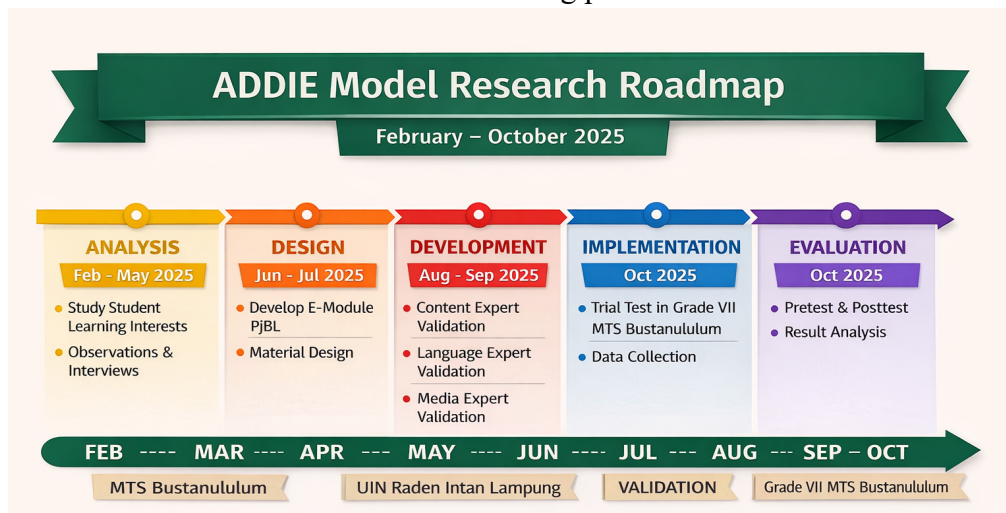
This gap highlights the importance of more critical research on the development of e-modules that can enhance students' interest in learning the Qur'an and Hadith at the MTs level, which has distinct characteristics compared to general subjects. Therefore, this research offers significant novelty by developing a contextual, interactive Qur'an and Hadith e-module that is integrated with Islamic values and the characteristics of students at MTs Bustanul Ulum in Central Lampung. With this approach, it is hoped that the e-module will optimally increase students' learning interest, which has been relatively overlooked in previous studies. The emphasis on developing an e-module specifically aimed at enhancing students' interest in religious subjects marks a critical distinction of this study, providing a new contribution to the field of digital teaching material development at the Madrasah Tsanawiyah level.

This research is particularly important given the challenges faced in increasing interest in the Qur'an and Hadith among MTs students. With the rapid advancement of technology, the use of digital media such as e-modules can offer a solution to make Islamic education more engaging and relevant for students. The findings of this study are expected to contribute to the development of a more adaptive and contextual Islamic education curriculum and provide insights for educators and policymakers in designing more engaging and effective teaching methods at the MTs level.

## METHODS

This study employs a R&D model with the ADDIE development framework, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation (Sugiyono, 2019; Thiagarajan et al., 1974). The research was conducted from February to October 2025 through several parallel stages. Data collection related to students' learning interest in the Qur'an and Hadith subjects was carried out from July to September 2025 at MTs Bustanul Ulum in Central Lampung, using surveys, observations, and interviews with teachers

and students. Simultaneously, the development of the Project-Based Learning (PjBL) based e-module was carried out from June to September 2025 at the Islamic Education Program, Faculty of Tarbiyah and Teacher Training, State Islamic University Raden Intan Lampung. Once the e-module was developed, the validation process was conducted by three experts content experts, language experts, and media experts from August to September 2025 to ensure the feasibility of the content and design. The final stage involved the trial of the validated e-module in October 2025 in class VII at MTs Bustanul Ulum in Central Lampung, which served as the implementation site for the e-module in the learning process.



**Figure 2.** ADDIE Model Research Roadmap: A Strategic Framework for Innovative Learning Development

This study follows the structured ADDIE model to develop and implement a Project-based Learning e-module for teaching the Qur'an and Hadith, with the aim of increasing students' learning interest. The process began with the analysis phase to identify the problem of low student engagement, followed by the design of a relevant and engaging e-module, and its development using digital design applications. The developed e-module was then validated by experts to ensure the feasibility of the content, language, and media used. After validation, the e-module was tested on a limited scale to evaluate its effectiveness and practicality. The validated e-module was implemented at MTs Bustanul Ulum, and data were collected through pretest, posttest, student response questionnaires, and observations to measure its impact on students' learning interest. The research results show that the e-module is effective in increasing students' learning interest, with pretest and posttest data analysis indicating a significant improvement. The e-module successfully met the aspects of practicality, readability, and received positive feedback from students, while also having a positive impact on Qur'an and Hadith education, providing a foundation for further development.

## RESULTS AND DISCUSSION

### Results

This section presents the findings from the development and testing of an e-module designed to enhance students' learning interest in the Qur'an and Hadith at MTs Bustanul Ulum,

Central Lampung. The primary objective of this study is to assess the effectiveness, practicality, and validity of the e-module, as well as its impact on student engagement in the learning process.

### Analysis

In the Analysis phase, the study critically identified significant issues with the Qur'an and Hadith education at MTs Bustanul Ulum, which stemmed from the traditional and less engaging pedagogical methods used. The analysis revealed that a considerable portion of students had low learning interest, which was attributed to the outdated methods and the lack of interactive learning materials. Additionally, the analysis underscored the absence of educational technology integration, which could otherwise enhance engagement and cater to the digital-native students. This gap in teaching strategies and materials was highlighted as the root cause of students' disengagement, further justifying the need for a more interactive and technology-driven solution, such as an e-module [32]. This comprehensive analysis led to the decision to design an e-module tailored to the needs of the students [33], [34], based on the understanding that enhancing student interest is pivotal for improving the learning outcomes in Islamic studies [35], [36].

### Design and Development

The Design and Development stages were marked by a rigorous and systematic approach to creating the e-module [37], emphasizing alignment with the identified needs of students. In the Design phase, the research meticulously defined learning objectives and ensured that the content and activities were appropriate for the target audience [38]. The integration of Project-Based Learning allowed for a more hands-on, collaborative learning experience [39], aiming to bridge the gap between theoretical knowledge and practical application. The content was not only aligned with the Qur'an and Hadith but was also designed to incorporate the Sustainable Development Goals, adding a global perspective to the curriculum.

**Table 1.** Content Validity Score

Expert	Content Validity (%)	Language Validity (%)	Design Validity (%)
Expert 1 (Content)	92.5%	-	-
Expert 2 (Language)	-	90	-
Expert 3 (Design)	-	-	86%

In the Development phase, the e-module was created using advanced digital tools and multimedia elements to enhance its interactivity and user engagement [40]. The design was subjected to expert validation across three domains: content, language, and media. Although the validity scores were generally high (with content validity at 92.5%, language at 90%, and media design at 86%), the evaluation process emphasized the need for iterative refinement based on expert feedback. This meticulous development process ensured that the e-module was not only pedagogically sound but also technologically sophisticated, providing a comprehensive learning tool tailored to the evolving needs of modern education.



Figure 3. E-module Cover Design and Table of Contents

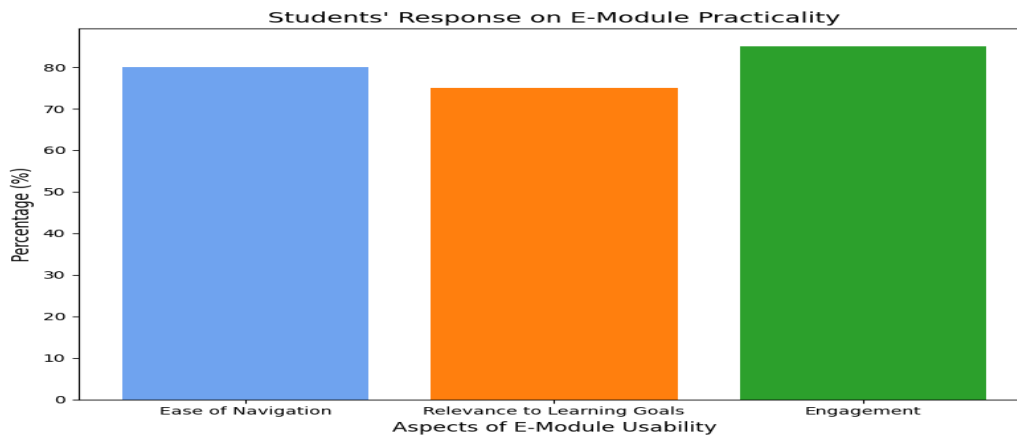
### Implementation and Evaluation

During the Implementation phase, the e-module was deployed in a real classroom setting at MTs Bustanul Ulum, with data collection occurring in two stages: small-scale and large-scale trials. The Evaluation process was both quantitative and qualitative, focusing on the practical application of the e-module and its effects on student engagement. The study collected data through pre- and post-tests, which allowed for an objective comparison of student learning interest. The results were compelling: a significant increase in students' interest was observed, with pre-test scores averaging 54% in class VII-a and post-test scores reaching 73%, while class VII-b showed an improvement from 61% to 70%.

Table 2. Comparison of Pre-Test and Post-Test Students' Interest in Learning Qur'an and Hadith

Measurement	Pre-Test	Post-Test	Mean Difference	p-value
Interest in Qur'an	3.2	4.6	+1.4	<0.01
Interest in Hadith	3.1	4.4	+1.3	<0.01

Furthermore, the statistical analysis revealed a positive correlation (0.62) between e-module usage and improved academic performance [41], which is a critical finding. This correlation underscores the potential of e-modules to not only enhance interest but also directly influence academic achievement in the context of Qur'an and Hadith education [42]. However, the study also identified limitations in the Evaluation phase, particularly the small sample size, which restricts the generalizability of the results. The study did not assess the long-term effects of the e-module on knowledge retention or sustained academic performance, which remains a significant area for further research. Future studies should address this limitation by involving larger, more diverse samples and tracking the long-term impact of e-module use on students' learning trajectories.



**Figure 4.** Students' Response to the Practicality of the E-Module

### Discussion

The findings of this study highlight the important role of digital tools in increasing students' interest in learning the Qur'an and Hadith. The validity scores for content, language, and design indicate that this e-module is a well-developed educational tool that meets the needs of both students and teachers [43]. This is consistent with previous research demonstrating the effectiveness of digital learning tools in Islamic education [44]. The high content validity shows that this e-module effectively covers important topics in the Qur'an and Hadith [45], which is crucial for ensuring the material's relevance to students [46]. The increase in student interest, as measured through pre-test and post-test surveys, confirms previous findings indicating how multimedia-based and interactive learning methods can enhance student engagement [47]. This increase in interest suggests that the interactive features of the e-module, such as multimedia content and user-friendly design [48], play a key role in capturing students' attention [49] and creating a more engaging learning experience [50]. Furthermore, the correlation between e-module use and academic performance supports the argument that higher engagement with digital tools leads to better learning outcomes [51], which aligns with research emphasizing the positive impact of educational technology on academic achievement [52].

The novelty of this study lies in the integration of the Sustainable Development Goals [53], specifically Target 2.4, into the e-module [54]. While the use of e-modules in Islamic education has been explored in previous research [55], the incorporation of SDGs into religious education represents an innovative contribution to the field [56]. This approach not only enhances students' interest in learning religious subjects [57] but also connects the content with global sustainability goals [58], which, in turn, fosters a sense of global responsibility among students. The integration of SDGs into religious education has not been widely discussed in the existing literature, making this study a significant step towards aligning Islamic education with the global educational framework [59]. From a pedagogical perspective, the findings suggest that integrating multimedia-based, interactive e-modules into Islamic education can help address the traditional lecture-based approach, which may not fully engage students [60]. By utilizing digital tools, teachers can create a more dynamic [61] and participatory learning environment that encourages active student engagement [62], which is crucial for enhancing both cognitive and affective outcomes in religious education [63].

However, there are some limitations in this study. First, the research was conducted with a relatively small sample from a single school in Central Lampung, which limits the

generalizability of the findings. Future research should involve a larger and more diverse sample to assess the application of e-modules in different regions or educational contexts. Additionally, while this study focuses on enhancing student interest, it does not directly assess long-term learning outcomes or knowledge retention, which will be an important area for future research to explore. In conclusion, this study contributes to the growing literature on the use of digital tools in Islamic education by demonstrating that e-modules can significantly enhance students' interest in learning the Qur'an and Hadith. The findings also show that integrating global sustainability goals into religious education can provide students with a more comprehensive and globally relevant learning experience.

## CONCLUSION

This study resulted in a digital learning material in the form of an e-module, developed using the Research and Development method with the ADDIE model, which consists of five stages: Analysis, Design, Development, Implementation, and Evaluation. This model has proven effective in designing and developing learning materials that meet the needs of Qur'an and Hadith education at MTs. The validation results indicate excellent feasibility, with a score of 92.5% from subject matter experts and linguists, as well as 86% from media experts, indicating that this e-module is highly suitable for use. In the small-scale trial with 10 students in class VII-a, the e-module achieved an average score of 88%, and in the large-scale trial with 24 students in class VII-b, the average score reached 84.16%. This positive response shows that the e-module is beneficial in improving students' understanding of the material.

Additionally, the e-module proved effective in increasing students' learning interest, with significant improvements observed in both tested classes. In class VII-a, student interest increased from 54% to 73%, while in class VII-b, it rose from 61% to 70%. These findings indicate the positive impact of the e-module on students' learning interest. However, this study has limitations due to the sample size, which was limited to a single school in Central Lampung, meaning the results cannot yet be generalized to a broader context. Further research with a larger and more diverse sample is necessary to gain a more comprehensive understanding. Furthermore, this study did not measure the long-term impact of the e-module on knowledge retention or academic achievement, which should be the focus of future research. Overall, this e-module is effective in enhancing students' learning interest and meets the needs of Qur'an and Hadith education at MTs Bustanul Ulum.

## LIMITATIONS

This study has several limitations. First, the sample was limited to a single school in Central Lampung, which may affect the generalizability of the results. Further studies with a larger, more diverse sample from different regions are needed for a more comprehensive understanding of the e-module's effectiveness. Additionally, this study did not measure the long-term impact of e-module use on knowledge retention and academic achievement. Research on long-term effects would provide deeper insights into its sustainability and lasting impact.

The study also did not consider external factors, such as teacher interventions, parental involvement, or socio-economic influences, which may significantly affect learning outcomes.

Furthermore, while the e-module integrates the Sustainable Development Goals, the study did not explore students' understanding of these goals or how the e-module might more effectively support global educational objectives. Future research could examine the applicability of the e-module in other educational settings and for different age groups. Further studies should also explore the potential for adapting the e-module to various learning environments and subject areas. Finally, comparing the e-module with other teaching methods could provide valuable insights into its relative effectiveness in enhancing student learning interest and achievement.

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## AUTHOR CONTRIBUTION

AZ is responsible for designing the research, collecting data, and writing the initial draft of the manuscript, including the methodology, results, discussion, and conclusion sections. JF provided guidance in designing the methodology, analyzing the data, and reviewing and correcting the manuscript draft, particularly in validating the findings and interpreting the results. WE provided academic direction, assisted AZ in developing the theory and data analysis, and offered critical feedback on the final manuscript draft to ensure quality and alignment with academic standards. SR contributed as an external author, offering valuable insights and feedback throughout the manuscript development process.

## CONFLICT OF INTEREST

The authors declare no conflict of interest.

## DECLARATION OF USE OF AI IN SCIENTIFIC WRITING

The authors declare that artificial intelligence (AI) tools, including language models and digital assistants, have been used in the writing and editing process of this manuscript. Specifically, AI was used to assist with language refinement, content organization, and the development of initial drafts. However, all intellectual content, including research design, data analysis, results, and interpretations, remains the sole responsibility of the authors. The use of AI in this manuscript does not diminish the originality, accuracy, or integrity of the research findings. The authors affirm that no AI-generated content was included in the final version of the manuscript without review and approval from all involved authors.

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